

## Evidence-Based Approach

### BRIEF DESCRIPTION

The Evidence-Based approach draws from research and evidence-based best practices to identify those educational delivery strategies and their resource needs that are linked to student learning gains. The work starts with the existing literature on Effective schools (e.g. Purkey & Smith, 1985), but includes a comprehensive range of additional research that gets into the micro-details of how resources are used in schools, and then details the specific programs within each school that research finds has lead to improvements in student performance. These analyses will be supplemented with input and commentary from the K-12 Advisory Committee, further augmented with recommendations and proposed changes from a series of professional judgment panels across the state.

The Evidence-Based approach produces a detailed staffing and resource allocation strategy for prototypical schools that addresses all key educational strategies that are part of all school programs. Furthermore, every recommendation is backed by evidence of its effectiveness in producing student learning gains.

The outcome of an Evidence-Based study is the description of three prototypical schools, an elementary, middle and high school, along with the “educational delivery strategies” and their resources that are needed to operate those schools such that all - or almost all - of the children enrolled in the schools are taught the state’s content standards and thus provided a full opportunity to meet the state’s proficiency standards. Once specified for each of the prototypical schools, the cost of those resources can be estimated (by specifying prices for all ingredients, the largest being a teacher salary level) resulting in the projected costs for the school finance system.